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## EDITORIAL NOTES

GEORGE HERBERT LOCKE

MR. WILLIAM K. HILL, editor of the *Educational Review*, of London, England, will write for the November number of this journal on "Recent Educational Movements in England;" Professor H. W. Crew, of Northwestern University, Evanston, will have an article on "How to make the Teaching of Physics a Training for Power;" Professor Elmer E. Brown, of the University of California, will continue his interesting series of articles on the "History of Secondary Schools in the United States."

PRESIDENT HADLEY in the August *Atlantic* says: "A man might possess a vast knowledge of our social and political machinery and yet be absolutely untrained in those things which make a good citizen;" and so he agrees that it is character and an enlightened public opinion which make good government possible, and not a special knowledge of the science of civics.

THE principal of a high school writes us that he has been experiencing great difficulty with the subject "rhetoricals" in his school. He wishes that some one would discuss it in this journal. We think that he is not the only one in trouble over this subject, and we shall be glad to hear from others upon this important part of secondary school work. Tell us of your experience.

THE American Institute of Instruction celebrated the anniversary that made it three score and ten years old by meeting in Halifax, Nova Scotia. The meetings were held in the morning and the afternoons were given up to social enjoyments. By this arrangement the gathering was a great success intellectually and socially. The international feature was added to by the presence of a representative from Jamaica. There were above 600 persons enrolled of whom about one half were from the New England states.

TO THOSE who are interested in Plato's theories of education, and to whom the profusely annotated edition of the *Republic*, by Jowett, is too expensive, the publication of *The Education of the Young in the Republic of Plato*, translated, with notes and introduction, by Dr. Bernard Bosanquet, will be greeted with pleasure. An introduction of some twenty-five pages outlines very well the general education of the time and prepares the reader for the specific treatment in the *Republic*. It is a work of about two hundred pages and is published by the Macmillan Company.

WILLIAMS COLLEGE, like her big neighbor, Harvard, will hereafter not require Greek as an "indispensable prerequisite" to admission. Those who

wish the A.B. degree must present satisfactory qualifications in one of five groups of subjects. Greek is included in one of these groups, Latin in all five, German in two, and French in two. All the studies of the Freshman year are prescribed ; in the Sophomore year only six out of ten hour's work a week are elective ; in the Junior year six hours out of fifteen are prescribed. All the students must attend at least nine tenths of all college exercises.

WE sometimes hear the change called a decided promotion when a man leaves a responsible position as principal of a high school to accept a position on the faculty of a college. That is not always a correct estimate, and the proof is seen in the increasing tendency of college professors to accept responsible positions in school work, especially as principals of high schools. Dr. John P. Cushing, professor of history and political economy in Knox College, Galesburg, Ill., has accepted the position of principal of the Hill-house High School, New Haven, Conn., from which Mr. Beede resigned to accept the position of superintendent of the schools of that city.

WHEN starting on one of his lecturing tours Mr. Elbert Hubbard, of the *Philistine*, was told that if his itinerary was through Denver "you must see Van Sickle's school. Why, there they carry out your gospel and yet probably never heard of you — reduce discipline to the minimum ; keep everybody sweet ; do things with their hands, and grow strong through expression." In the August number of his journal, Mr. Hubbard tells his readers that all this was true, and says of Mr. Van Sickle : " When you test Van Sickle use Troy weight. In soul-gravity he is great. He is so big that I doubt whether Denver can keep him much longer." Mr. Hubbard's doubts had some foundation, for Baltimore has claimed Mr. Van Sickle as superintendent of schools. We hope that the *Philistine* will keep up its interest in education.

OUR text-books on astronomy are too often so technical that it is difficult for a mature person to understand them, and certainly it is absurd to expect children to be interested enough to pursue a subject to which there is such a disheartening introduction. Astronomy ought to be intensely interesting to children, and in a recent volume of *Home Reading Books*, Appleton & Co. have supplied the very thing necessary in *Stories of the Great Astronomers*, by Edward S. Holden, Sc.D., LL.D. Not only are necessary facts given, but they are associated with the lives of those who gave them to us, and the blending of the human with the material makes a very attractive and interesting book with a decided educational value. The book is profusely illustrated, and its appearance and general make-up could not be improved. It is published at 75 cents.

HISTORICAL novels dealing with life in early Rome are always fascinating to the boy in secondary schools, and he is agreeably surprised to find that the Romans, with whose language he is now beginning to struggle, were men like as we are. When neither humanity nor classical archeology is

sacrificed in the tale, teachers find it a valuable adjunct to their efforts. Such a book is *A Friend of Caesar*, written by William Stearns Davis. This is a tale of the fall of the Roman Republic, 50-47 B. C., and throws an interesting light upon the domestic, social, and political life of the times, and this in the guise of an intensely interesting story in which there is no overshadowing of characters, but each one has a place and a part in the drama. Though there are many characters there are no lay figures. Teachers of Latin and of history will find the book a decided help. Children who are reading Caesar's *Gallic War* will be interested in the delineation of his character in this book. The Macmillan Company publishes it at \$1.50.

THE following figures indicate the number of students who graduated this year from these high schools of Michigan. If we had the population and the total school enrollment there would be additional interest. As it is Albion makes an excellent showing :

	Boys	Girls	Total	High school enrollment
Detroit - - - - -	61	98	159	2478
Grand Rapids - - - - -	62	60	122	1127
Ann Arbor - - - - -	35	35	70	613
Saginaw, E. S. - - - - -	22	36	58	572
Lansing - - - - -	18	35	53	452
Albion - - - - -	19	31	50	225
Ypsilanti - - - - -	21	23	44	254
Battle Creek - - - - -	10	33	43	412
Hillsdale - - - - -	15	28	43	210
Bay City - - - - -	12	30	42	428
Muskegon - - - - -	13	22	35	396
Owosso - - - - -	10	24	35	266
Jackson - - - - -	11	21	32	378
Port Huron - - - - -	5	23	28	264
Saginaw, W. S. - - - - -	7	21	28	298
Grand Haven - - - - -	8	19	27	168
Kalamazoo - - - - -	10	15	25	417
Hastings - - - - -	12	10	22	153
Marshall - - - - -	6	9	15	182
Pontiac - - - - -	9	4	13	226

DR. TIMOTHY DWIGHT, ex-president of Yale University, contributed an exceedingly thoughtful article to the *Saturday Evening Post*, of Philadelphia, in its issue of August 25, under the title "Some Suggestions for College Men." Rarely have we read a more timely and practical treatment of the great question of education, and we can perhaps best indicate its tenor by reproducing the last paragraph, which treated of the responsibilities attendant upon opportunity :

The college man of today, by reason of the advance of learning, the improved methods of instruction, and the better education opened in the preparatory years, has far wider opportunities and far greater possibilities than his predecessor of the earlier period. If all the advantages which the new age offers and all the good which

pertains to it can be secured it may not be doubted that the manly development in the intellectual sphere, as related to the life of the individual as well as to that of the world, will be nearer to the ideal than ever before. But in the moving on of the years, and attendant upon the changes which have taken place, influences have become manifest in consequence of which a greater personal responsibility for his education is laid upon each individual man. In view of these influences the writer presents the suggestions of this brief article to college men to the end that, if it may be so, the responsibility may be more fully appreciated and the hindrances which stand in the way of the best results may be overcome or removed by each one upon whom the responsibility falls. Let us who are educated men, whether older or younger, ever bear in mind the thought that education, like religion, belongs primarily to the inward life, and that the secret of its usefulness and its highest value for the man, and for all men, is to be found there. Let us also remember that the best education is that which gives growth and energy to all the powers of the inward life, and enriches that life, in its every part, by an ever fresh and vitalizing force.

THERE are but few of the various university commencement addresses which are read, and perhaps it is well so, but occasionally there is one to which public attention ought to be drawn on account, not only of the scholarship which it displays, but also of the suggestiveness of its treatment of the subject and the inspiration that comes from a sympathetic reading. Such an address was that delivered by Professor John M. Coulter, of this University, at the University of Michigan on the "Mission of Science in Education." It is a clear statement of the educational value of science, its right to a place in the curriculum, and what may be expected of it in the way of making life more significant. We quote from the closing paragraphs so that our readers may get a glimpse of Mr. Coulter's point of view:

In conclusion, may I be permitted to say that the full significance of scientific training will appear only when it begins in some form in the primary schools and touches the student at every stage of progress. Appealing as it does to the most natural tendencies of childhood, its greeting at the threshold of school experience is that of the one familiar friend, whose presence relates the young to things which they can see and handle, and saves them from that desolation of spirit and mental warping which comes from exclusive contact with the conventional and the intangible. The university owes a great service to the schools in this particular, and the tentacles of its influence must constantly be reaching delicately and inquiringly into school instruction. What the schools can do or cannot do, what they should do or should not do, are questions which cannot be answered in *ex cathedra* fashion. The wilful ignorance of many university instructors in reference to the work of schools upon which they depend is amazing. The university as a whole recognizes and encourages the intimate relationship, but only an instructor here and there interests himself in discovering the real situation. The result of this appears usually in requirements for admission, which are often adapted to some theoretical university position rather than to the possibilities of the modern American high school. In the debates upon these admission requirements a large faculty is apt to be divided, and the line of division usually separates those who know the schools from those who do not. If the latter be in the majority, the university is at once effectively handicapped. There is much talk

of forcing schools to university standards, but this forcing is necessarily artificial and temporary if it runs counter to the inevitable tendencies which one who knows recognizes in the American school system. This system is more impregnable than the universities, for it is more extensive and better adapted to the peculiar conditions of American civilization. It is only a question of time when every university will recognize the fact that it must adapt itself to the possibilities of the schools, and that ancient or artificial standards can be maintained only so long as they approve themselves to the experience of the schoolmaster. The mountain will never come to Mahomet. To compel schools to differentiate early a small and select and expensive class for entrance to the universities is unfair both to school and to the university, and seriously checks the diffusion of higher education. To deny the privilege of breathing the university atmosphere to any product of a good secondary school involves such a narrow conception of education that one dislikes to associate it with the university. It has always seemed an anomaly that universities are inclined to rate themselves more upon the basis of their raw material than their finished product. A fine-meshed screen is set up at the beginning of the university career, when it would seem far more logical to set it up at the other end. This matter of entrance has much to do with the opportunity given to science to express itself in education. If its most promising and best trained material is turned back or handicapped when attempting to enter the university, a certain kind of educational theory may command the result, but it is a blockade against the general progress of education, in so far as it cuts off a great agency from operating upon the legitimate material.

## NEW PUBLICATIONS

Quaint Nuggets: Selections from Fuller, Hall, Selden, Herbert, and Walton. Compiled by Eveline Warner Brainerd. Cloth, 136 pages. Price 45 cents. New York: Fords, Howard & Hulbert.

Temprano y con sol y tres otros cuentos. Por R. Diez de la Cortina, B.A., of the University of Madrid. Paper cover, 75 pages. Price 35 cents. New York: William R. Jenkins.

A History of England. By J. N. Larned; with Tropical Analyses, Notes, etc., by Homer P. Lewis, Principal English High School, Worcester, Mass. Size  $7\frac{3}{4} \times 5\frac{1}{2}$  in.; pp. xxiii+672. Houghton, Mifflin & Co.

Historical Jurisprudence. By Guy Carleton Lee, Ph.D., Johns Hopkins University. Size  $9 \times 6$  in.; pp. xv+517. Price \$3. New York: The Macmillan Company.

Sesame and Lilies. By John Ruskin. With an Introduction and Notes. Riverside Literature Series. Paper cover, pp. xii+97. Price 15 cents. Houghton, Mifflin & Co.

Plutarch's Alexander the Great. Done into English by Sir Thomas North. With an Introduction and Notes. Riverside Literature Series. Paper cover, pp. ix+114. Price 15 cents. Houghton, Mifflin & Co.

Cornelius Nepos — Twenty Lives. Edited by John Edmund Barss, Latin Master in the Hotchkiss School. Size  $7\frac{1}{2} \times 5$  in.; pp. xiv+316. New York: The Macmillan Company.

Dix Contes Moderne. Des meilleurs auteurs du jour. Edited by H. A. Potter, A.B., Commercial High School, Brooklyn. Size  $7\frac{1}{2} \times 4\frac{3}{4}$  in.; 95 pages. Boston: Ginn & Co.

The First Book of Birds. By Olive Thorne Miller. Size  $7\frac{3}{4} \times 5\frac{3}{4}$  in.; pp. viii+144. Houghton, Mifflin & Co.